

Mr. JEFFORDS. Mr. President, what is the order of business?

The PRESIDING OFFICER. The Senate is in morning business.

Mr. JEFFORDS. When does morning business terminate?

The PRESIDING OFFICER. Morning business terminates at 11:15.

Mr. JEFFORDS. Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

Mr. JEFFORDS. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

CONCLUSION OF MORNING BUSINESS

The PRESIDING OFFICER. Morning business is closed.

EDUCATIONAL OPPORTUNITIES ACT—Resumed

The PRESIDING OFFICER. The clerk will report S. 2.

The legislative clerk read as follows:

A bill (S. 2) to extend programs and activities under the Elementary and Secondary Education Act of 1965.

Mr. JEFFORDS. Mr. President, I ask unanimous consent the order of amendments to S. 2 be modified to show Senator MURRAY's class size amendment is the fourth amendment in lieu of Senator KENNEDY's teacher quality amendment.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. JEFFORDS. I yield to the Senator from Washington.

Mr. GORTON. I believe under the previous order it is now in order for me to offer an amendment.

The PRESIDING OFFICER. The Senator is correct.

AMENDMENT NO. 3110

(Purpose: To strengthen the Academic Achievement for All Demonstration Act (Straight A's Act))

Mr. GORTON. I send an amendment to the desk for immediate consideration.

The PRESIDING OFFICER. The clerk will report.

The legislative clerk read as follows:

The Senator from Washington [Mr. GORTON], for himself, Mr. GREGG, Mr. LOTT, and Mr. COVERDELL, proposes an amendment numbered 3110.

Mr. GORTON. Mr. President, I ask unanimous consent reading of the amendment be dispensed with.

The PRESIDING OFFICER. Without objection, it is so ordered.

The amendment is as follows:

On page 630, strike lines 24 and 25.

On page 653, strike lines 12 through 22.

On page 654, between lines 16 and 17, insert the following:

“(12) ACHIEVEMENT GAP REDUCTIONS.—An assurance that the State will reduce by 10 percent over the 5-year term of the perform-

ance agreement, the difference between the highest and lowest performing groups of students described in section 6803(d)(5)(C) that meet the State's proficient and advanced level of performance.

“(13) SERVING DISADVANTAGED SCHOOLS AND SCHOOL DISTRICTS.—An assurance that the State will use funds made available under this part to serve disadvantaged schools and school districts.

On page 656, beginning with line 22, strike all through page 657, line 5, and insert the following:

“(9) Section 1502.

“(10) Any other provision of this Act that is not in effect on the date of enactment of the Educational Opportunities Act under which the Secretary provides grants to States on the basis of a formula.

“(11) Section 310 of the Department of Education Appropriations Act, 2000.

On page 657, line 6, strike “(11)” and insert “(12)”.

On page 657, line 9, strike “(12)” and insert “(13)”.

On page 657, line 21, insert “that are consistent with part A of title X and” after “purposes”.

On page 665, strike lines 16 through 18, and insert the following:

“To the extent that the provisions of this part are inconsistent with part A of title X, part A of title X shall be construed as superseding such provisions.

On page 846, line 15, strike “and”.

On page 846, between lines 15 and 16, insert the following:

“(E) part H of title VI; and

On page 846, line 16, strike “(E)” and insert “(F)”.

Mr. GORTON. Mr. President, we are now launched into that portion of this vital debate on education when amendments will be proposed, debated, and voted upon. Under the order, there will be first a Republican amendment; second, an amendment for a Democratic alternative; the third, another Republican amendment; and fourth, the Murray amendment that was just outlined by the Senator from Vermont.

I hope, and I think the leadership hopes, we will vote on the first two amendments before the end of business today, but that certainly is not guaranteed. At the present time, there is no time agreement.

Mr. KENNEDY. Will the Senator yield?

Mr. GORTON. I yield.

Mr. KENNEDY. I appreciate what the Senator said. I think we can move more rapidly if we exchange the amendments. We have just received the Gorton amendment and we want to be responsive in a timely way. We would be glad to try to stay two amendments ahead so those who have the responsibility to inform their colleagues, as well as to speak on these issues on the floor, have an opportunity to be prepared to address those questions.

I hope, out of a spirit of comity, we could try to do that. It is generally done in areas of important policy. There is no reason not to. We know what these matters are. I indicated to the chairman of the committee 2 days ago what our amendments were going to be, and they are the ones we offered in committee. There are no surprises. I hope we could at least try to do that as a way of moving this process forward.

This is related not only to the Senator from Washington. We know he has spoken to other groups that he intended to offer an amendment, but we will try to work with the floor managers to exchange these amendments so we can move it forward in a way that will benefit all Members.

Mr. JEFFORDS. Mr. President, I will do all I can to make sure the Senator has appropriate notice.

Mr. KENNEDY. We will provide to the leader our first amendment, as I indicated, the Democratic alternative, and then the Murray amendment. I will be glad to give the particulars to the floor manager.

Mr. JEFFORDS. Thank you.

Mr. GORTON. Mr. President, I think the suggestion of the Senator from Massachusetts is an excellent one. As I say, I hope we will debate for the balance of the day on the amendment I have just submitted and on the Democratic alternative. I, for one, will have no objection during the course of the day if the Democratic amendment is before the body more or less contemporaneously with my own. They can be debated at the same time. Whether we will be able to finish today and vote on both of them is uncertain. I think it is the hope of the leadership we can do so. The idea that the next two amendments that are already enshrined in the unanimous consent agreement should be exchanged today so each side can see them for debate tomorrow, in my view, is an excellent idea.

The subject of my amendment is one of the important and dramatic changes proposed in the bill reported by the Health, Education, Labor, and Pensions Committee. It is an amendment to the Straight A's portion of that bill. I will discuss Straight A's a little bit more in detail as we go forward today, but, fundamentally, Straight A's in the form in which it is found in this bill is a 15-State experiment available to 15 of the 50 States, pursuant to which roughly a dozen of the present categorical education programs—including, most notably, title I—would be combined and consolidated without the great bulk of the rules and regulations literally amounting to hundreds of pages and the forms and bureaucracy that accompany those rules and regulations.

There would, however, be one overwhelming requirement substituted for the procedural rules that accompany the present programs that are included in Straight A's. Those procedural rules have literally nothing to do with student achievement. They have to do with eligibility. They have to do with the nature in which the money coming through those programs is spent. They, of course, have as their goal student achievement. But most notably, the 35 years of title I have not been marked by any significant reduction in the difference between partially privileged student achievement and those of the underprivileged students, at which title I is aimed.

This amendment is slightly more than a technical amendment, but it